

I. COURSE DESCRIPTION:

This course will introduce the learner to the responsibilities related to assisting clients with medication administration, the role of the PSW in home management, emergency care, and end-of-life care. This course will also explore abuse, workplace issues and job search skills to prepare students for graduation. Medical terminology and standard abbreviations will continue to be studied to enhance communication within the health care delivery system.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Act within the personal support worker role, under supervision and by following care/service plans and established policies and procedures.

Potential Elements of the Performance:

- Demonstrate behaviours that indicate taking accountability and responsibility for own actions.
2. Participate as a member of care/service teams in both community and institutional settings.

Potential Elements of the Performance:

- Identify and describe workplace issues that can interfere with effective team functioning in community agencies and facility settings.
 - Explain strategies to resolve workplace issues and identify resources that are available to assist the personal support worker.
3. Provide client-centered and client directed care under supervision and by following care-service plans and established policies and procedures, in both community and institutional settings.

Potential Elements of the Performance:

- Describe the five stages of grief.
- Describe the support and care for clients and their families through the grieving and/or dying process.
- Explain end-of-life care, the needs of the client, and the needs of the family of a person who is dying.
- Compare cultural, religious, and spiritual beliefs of clients and their families during the grieving and dying process.
- Describe the role of the personal support worker in end-of-life care for clients and their families.
- Identify the signs of approaching death and signs of death.
- Explain the importance of an advance directive and power of attorney.
- Explain the role of the personal support worker in giving post-mortem care.

4. Support the client's personal care requirements by following care/service plans and established policies and procedures.

Potential Elements of the Performance:

- Identify the role of the personal support worker when assisting clients with medications.
 - Explain the difference between the role of the regulated professional and the role of the unregulated health provider with medication administration.
 - Describe the various forms and routes of administration for medications.
 - Explain the five rights of assisting with medications.
 - Describe guidelines and procedures to follow when assisting with medications.
5. Support the client's home management services by following care/service plans and established policies and procedures.

Potential Elements of the Performance:

- Explain the importance of providing home management to promote the health, well-being, safety, and comfort of clients.
 - Describe the role of the personal support worker in home management and respecting client preferences when providing home management services.
 - Explain safe use of cleaning supplies and correct body mechanics when providing home management services.
 - Identify potential safety risks that may be found in the client's personal living space and measures to reduce or eliminate the risks.
 - Explain the importance of following manufacturer's guidelines relevant to household equipment and appliance use and product use and disposal.
 - Explain standard precautions and infection control when providing home management services.
 - Describe cleaning procedures for bedrooms, living rooms, bathrooms and kitchens.
 - Explain the principles and procedures in caring for client's laundry.
 - Explain how to assist clients to prepare food-shopping lists that meets Canada's Food Guide, client preference, budget, and prescribed diet.
6. Communicate effectively and appropriately using oral, written, and non-verbal methods.

Potential Elements of the Performance:

- Write and speak clearly using professional language.
- Use correct medical terminology and approved abbreviations.

7. Assist in the promotion and maintenance of a safe and comfortable environment for client's, their families, self, and others.

Potential Elements of the Performance:

- Identify practices that support client and staff rights to a safe, non-abusive, and non-threatening environment.
 - Describe the purpose of using restraints.
 - Identify the types of restraints and devices that are used as restraints.
 - Differentiate between the role of the regulated health professional and the role of the unregulated health care provider with regard to restraint use.
 - Identify the complications that can result from the use of restraints.
 - Identify restraint alternatives
 - Explain how to use restraints safely.
 - Identify situations that require notification of first responders such as paramedics, fire fighters and police.
 - Describe the signs, symptoms, and emergency care for cardiac arrest, obstructed airway, hemorrhage, shock and stroke.
 - Identify the different types of seizures and how to care for a person during a seizure.
 - Identify the common causes of burns and the emergency care for burns.
 - Identify the common causes of fainting and the emergency care for a person who has fainted.
 - Identify indicators and responses of physical, emotional, psychological, sexual, and/or financial abuse.
 - Define the responsibility of the personal support worker in abuse situations.
8. Perform the personal support worker role in an ethical manner and within the law.

Potential Elements of the Performance:

- Describe the influence that legislation and ethics has on the role and responsibilities of regulated health professionals and unregulated health care providers.
- Explain why confidentiality, respect, dignity, and accuracy are important factors to remember in care planning, reporting and documenting.
- Explain estate planning, power of attorney, and advance directives.
- Identify the legal and ethical role of the personal support worker with regard to wills, power of attorney and advance directives.

9. Analyze and present his/her skills, knowledge, attributes, and experience for personal development and employment purposes.

Potential Elements of the Performance:

- Identify tools and sources needed to organize oneself for a job search.
 - Explain the difference between a chronological resume and a functional resume.
 - List details that are important in a letter of application for a personal support worker position.
 - Identify criteria and attributes that interviewers are trying to evaluate during an interview.
 - Explain the importance and relevance of a job interview and how to make a good impression during an interview.
10. Adapt his/her current skills and knowledge to new situations.

Potential Elements of the Performance:

- Assess current skills and knowledge and recognize situations that will require adaptation of skills and knowledge.
- Set goals for continued broadening of skills, knowledge, attitudes, and experience to respond to changes in personal and working life.

III. TOPICS:

1. Home management skills, Shopping, Budgeting, Meal planning
2. Restraints
3. Abuse
4. Workplace issues
5. Medication and responsibilities
6. End-of-life care
7. Basic emergency care
8. Job seeking skills, Job search, Interview process
9. Career planning
10. Medical terminology, Abbreviations

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Sorrentino, S., Newmaster, R. (2009). *Mosby's Canadian textbook for the personal support worker*. (2nd Canadian ed.). Toronto: Elsevier Mosby.

Sorrentino, S., Wilk, M. J. (2009). *Workbook to accompany Mosby's Canadian textbook for the personal support worker*. (R. Goodacre Ed.). (2nd ed.). Toronto: Elsevier Mosby.

Chapter 19	Safety
Chapter 21	Abuse
Chapter 25	Home Management
Chapter 40	Assisting with Medications
Chapter 47	Caring for the Client who is Dying
Chapter 48	Your Job Search

V. EVALUATION PROCESS/GRADING SYSTEM:

- Test #1 25%
- Test #2 25%
- Test #3 25%
- Test #4 25%

A minimum of a “C” grade is required to be successful in all PSW coded courses.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	

S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of *November for fall courses, March for winter courses, or June for summer courses* will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.